

## Grade 1 Directions for Documenting Literacy

### Behavioral Objectives

The objectives listed inside are taken from the NC Standard Course of Study. They are clustered to represent typical behaviors of students at the various stages of reading and writing development. At the beginning of the year teachers must **determine the instructional level** of an individual student, using a running record and oral retelling for reading and an unassisted writing sample for writing. **Assess the behavioral objectives that correspond to that stage** of reading and writing with special emphasis on the **bolded** essential objectives **as well as any bolded essential** objectives in previous developmental stages. An objective should be assessed by observing student behaviors over time (usually three times) **without teacher support**. There must be **evidence**, written or observed, supporting the student's demonstration of the objective. This assessment should be documented quarterly with a check. If a student demonstrates a high level of proficiency of all the grade level objectives, he or she should be instructed and assessed on the Beyond First Grade objectives. These objectives are printed on cards that should be inserted into the profile card.

### Determining Grade 1 Literacy Grades (The first report card is completed at the end of the second quarter.)

At the end of the grading period the teacher must review the stage of development at which the student is performing. The student's grade is based on the assessment of the behavioral objectives for that stage and any bolded essential objectives in previous developmental levels. Use the following chart to determine his or her grade.

	Early Developing or Below		Developing		Developing Continued		Late Developing		Beyond Grade 1	
	Some	Most	Some	Most	Some	Most	Some	Most	Some	Most
Mid Year Grade 1	1	2	2	3	3	3	3*	3*	4	4
Third Quarter Grade 1	1	1	1	2	2	3	3	3*	4	4
Fourth Quarter Grade 1	1	1	1	1	2	2	2	3	3*	4

### Unassisted Writing Samples

Unassisted writing samples should be collected to provide evidence that the writing behavioral indicators checked are indeed what the child can do independently. These samples should be pieces of writing on **self-selected** topics that the student completes **without any direction from the teacher**. The setting for unassisted writing should be reflective of what we expect a student to do when s/he writes (e.g., using word walls, dictionaries, topic lists, etc.)

For each unassisted writing sample, the teacher should complete a box below, including date, grade, topic, and form. In addition, the writing should be analyzed using the Rubric for Scoring Unassisted Writing and Wake County Public School System writing exemplars in order to determine the stage of writing the sample demonstrates. (Developing includes both Developing and Developing Continued.) This part of the Writing Assessment must be completed a **minimum** of two times a year.

Date _____ Grade _____ Topic _____ <i>(What is the writing about?)</i> Form _____ <i>(The specific way the writing is published – i.e., journal, story, letter, poem, etc.)</i> Stage of Writing : ___ Prewriting /Early Emergent ___ Emergent ___ Late Emergent ___ Early Developing ___ Developing ___ Late Developing ___ Early Independent ___ Mid-Independent ___ Late Independent	What does this writing sample tell you about this student's writing and reading?   	Date _____ Grade _____ Topic _____ <i>(What is the writing about?)</i> Form _____ <i>(The specific way the writing is published – i.e., journal, story, letter, poem, etc.)</i> Stage of Writing : ___ Prewriting /Early Emergent ___ Emergent ___ Late Emergent ___ Early Developing ___ Developing ___ Late Developing ___ Early Independent ___ Mid-Independent ___ Late Independent	What does this writing sample tell you about this student's writing and reading?   
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Grade 1 Receptive Literacy – Reading and Listening Behavioral Objectives				
Early Developing	Developing	Developing Continued	Late Developing	
<b>Phonological Awareness (Orally)</b> 1.011 Count syllables in spoken words 1.0121 Blend spoken syllables to form compound words	<b>Phonological Awareness (Orally)</b> 1.015 Make-up and say a series of rhyming words that may include consonant blends (e.g., flag, brag) 1.013 Break words (segments) into individual sounds and say each sound (CVC, i.e., sat is /s/ /a/ /t/)	<b>Phonological Awareness (Orally)</b> 1.014 Change the beginning, middle and ending sounds of a word heard to make a new word (adding a sound, deleting a sound, and substituting a sound)		
<b>Phonics/ Word Recognition</b> 1.0122 Blend the sounds (phonemes) to read 1 syllable words (CVC - /s/ /a/ /t/ is sat) 1.024 Figure out (decode) new words using common word family patterns (e.g., -ill, -ug, - at, etc.) 1.022 Recognize at least 25 high frequency words in text	<b>Phonics/Word Recognition</b> 1.012 Blend the sounds to read 1 syllable words (CVCe, e.g., /r/ /o/ /p/ is rope) 1.023 Use common consonant digraphs to read unknown words (e.g., th-, ch- sh-, wh-, -ck) 1.025 Use common consonant blends to read unknown words (e.g., sh-, bl-, tr-, etc.) 1.026 Use endings to read unknown words (e.g., -s, -ed, -ing) 1.022 Recognize at least 50 high frequency words 1.04 Check decoding of unknown words when reading by using beginning sounds and known word families 1.028 Read contractions and compound words	<b>Phonics/Word Recognition</b> 1.020 Blend sounds (phonemes) to read long vowel words (e.g., go, me, be, etc.) 1.021 Use sound-letter relationships to decode regular 1 syllable words 1.012 Blend the sounds to read 1 syllable words that have vowel digraphs (e.g., ai, ay, ee, oa, y, etc.) 1.027 Decode 1 syllable words ending with consonant blends (e.g., -ng, -nk, mp, -lt, -ft) 1.022 Recognize at least 75 high frequency words 1.024 Decode words using common patterns or chunks (word families, e.g., -unk, -ank, -ink) 1.04 Check decoding of unknown words when reading by using known parts of words like chunks or word families (e.g., If you know and, you can read hand) –self monitors	<b>Phonics/Word Recognition</b> 1.021 Use letter/sound relationships to decode regular one-syllable words when reading with r controlled vowel (ar, er, ir, or, ur) 2 sounds of y as a vowel (e.g., happy and sky) 1.022 Recognize at least 100 high frequency words 1.029 Recognize and read base words when endings are added (e.g., look – looks, etc.) 1.03 Ask, “Does it make sense? Does it sound right? Does it look right?” when reading new words 1.04 Check your decoding of unknown words when reading by using one or two strategies (e.g., beginning letters, rimes, known parts, analogies)	
<b>Comprehension</b> (Text is read, heard, or seen) 2.041 Think about what you already know and have done to connect to a new text 2.03 Use what you already know about the topic and ask questions to help you read and understand fiction text _____ nonfiction text _____ 2.05 Predict and explain what will happen next in texts 2.01 Independently read aloud texts for emergent readers with adequate pacing (fluency) and comprehension (Typically levels 5-6)	<b>Comprehension</b> (Text is read, heard, or seen) 2.042 Anticipate the vocabulary you might read in a new text based on the topic 2.03 Use graphic organizers (e.g., story maps, KWL, etc) to help you read and understand with some teacher support fiction text _____ nonfiction text _____ 2.11 Retell fiction including _____ setting _____ characters _____ major events _____ 2.02 Choose to read different types of texts (e.g., stories, poems, etc.) 2.09 Read and follow simple written instructions (Typically levels 7-8 and 9-10)	<b>Comprehension</b> (Text is read, heard, or seen) 2.04 Connect to a new text by using the following strategies: _____ preview the text _____ predict some new vocabulary _____ use what you already know about the topic 2.03 Use simple summaries (e.g., oral statements, main ideas, etc.) to read and understand with some teacher support fiction text _____ nonfiction text _____ 2.11 Retell nonfiction including _____ topic _____ details _____ connections _____ 2.07 Answer what, when, where, and how questions (Typically levels 11-12)	<b>Comprehension</b> (Text is read, heard, or seen) 2.06 Pay attention to what you read and show your understanding by using 1 or 2 strategies: _____ retelling _____ summarizing _____ asking questions about the text _____ 2.08 Talk about how, why, and what if questions with texts you have read or heard 2.10 Use fix-up strategies when you read: thinking about what has happened so far to predict what is likely to happen next 2.02 Choose to read different types of texts (e.g., short chapter books, informational texts, and storybooks, etc.) (Typically levels 13-14 and 15-16)	

Early Developing		Developing	Developing Continued	Late Developing
<b>Connections</b> <b>3.01 Talk with detail about how information and events connect to personal experiences</b> 3.07 Compare how authors use different language conventions to help you understand the text (e.g., different kinds of sentences; capitalization of first word in sentences and names; and punctuation like periods and question marks)		<b>Connections</b> 3.06 Talk about ways authors' use sentences to make it interesting and tell a story (e.g., telling sentences, asking sentence, etc.) <b>3.041 Create pictures to share personal experiences and ways you feel about texts that have been read or heard</b>	<b>Connections</b> 3.03 Talk about new words you heard or read to improve understanding of a text <b>3.042 Share personal experiences and how you feel about what you read by talking about what it means to you (interpretations)</b>	<b>Connections</b> 3.02 Recognize that some words are used in texts and in everyday life (e.g., directional words – first, second, etc.) 3.043 Share personal experiences and how you feel about what you read by writing about what it means to you 3.05 Recognize how authors use vocabulary and language to make their texts sound alike (e.g., Eric Carle, Jan Brett, etc.)
<b>Developing Reading Habits</b> Choose own texts and read independently for 15 minutes daily		<b>Developing Reading Habits</b> Choose own texts and read independently for 15 minutes daily	<b>Developing Reading Habits</b> Choose own texts and read independently for 15 minutes daily	<b>Developing Reading Habits</b> Choose own texts and read independently for 15 minutes daily
Grade 1 Expressive Literacy – Writing and Speaking Behavioral Objectives				
Early Developing	Developing	Developing Continued	Late Developing	
<b>Products</b> 4.01 Use new vocabulary and book language in your talk and writing (e.g., oral retelling, identifying key concepts, using exclamatory phrases to accent an idea or event) <b>4.043 Use more than a single thought, word, or phrase when you talk about a topic in discussions and conversations</b> <b>4.06 Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings)</b> 4.10 Write short, patterned, repetitive sentences about an idea	<b>Products</b> <b>4.041 Think about your purpose when talking and writing (e.g., talk about a book, write a list, tell a story, etc.)</b> 4.02 Use words that describe and name characters and settings (who, where) and words that tell actions and events (what happened, what did character do) in talk and in writing <b>4.06 Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings)</b>	<b>Products</b> 4.03 Use specific words to name and tell action in talk and in writing 4.05 Use or extend an author's model of writing to create own writing (e.g., writing different ending for a story, composing an innovation of a poem) <b>4.06 Compose a variety of products using the writing process (e.g., stories, response logs, simple poems)</b> <b>4.08 Write at least 3 sentences that relate to the topic</b>	<b>Products</b> 4.0421 Use clear and precise language to give a message or tell about a story 4.012 Use new vocabulary, language patterns, concepts, and ideas from texts and others in talk and writing <b>4.06 Compose a variety of products using the writing process (e.g., stories, response logs, simple poems)</b> 4.09 Use some details when writing	
<b>Grammar and Language Conventions</b> 5.014 Record consonant sounds in correct sequence in own writing 5.051 Use basic capitalization with first word in a sentence <b>5.053 Use a period to end a telling sentence</b> 5.071 Consistently use spacing between words 5.03 Write all upper and lower case letters of the alphabet using correct letter formation	<b>Grammar and Language Conventions</b> 5.01 Use knowledge about sounds and letters to correctly spell 3 and 4 letter words (e.g., word families, word patterns, etc.) <b>5.04 Use complete sentences to write simple texts</b> 5.072 Write legibly in manuscript handwriting	<b>Grammar and Language Conventions</b> 5.02 Use what you know about letters and sounds to spell, using temporary and/or conventional spelling that can generally be read by others 5.016 Spell many high frequency words correctly in own writing <b>5.052 Use basic capitalization with proper names</b> 5.072 Write legibly in manuscript handwriting	<b>Grammar and Language Conventions</b> 5.017 Use spelling resources to generate or check spelling (charts, personal dictionaries, word walls) 5.054 Use the question mark to end an asking sentence 5.06 Check on your own writing by using one or two strategies (reread what you've written, peer conference) 5.072 Write legibly in manuscript handwriting	

# First Grade Student Reading Assessment Profile

Student Name \_\_\_\_\_ School \_\_\_\_\_

2010-2010

<div style="display: flex; justify-content: space-between;"> <span><b>Universal Screening</b></span> <span><b>Date</b> _____</span> </div>			
Administer these assessments to all students based on the recommended guidelines.	<b>Letter Naming Fluency (LNF)</b> Letters /min _____ Risk Level _____	<b>Nonsense Word Fluency (NWF)</b> Correct letter sounds/min _____ Risk Level _____	<b>Phoneme Segmentation Fluency (PSF)</b> Phonemes /min _____ Risk Level _____
<b>Running Record to be completed on ALL students by the end of the first quarter.</b>			
<ul style="list-style-type: none"> <li>Based on universal screening data and information from the previous year, administer formal running records/retellings to students with <b>highest needs first</b>.</li> <li><b>Formal</b> running records should be administered, using WCPSS book kits (i.e., original, alternate, AlphaKids).</li> <li>Determine the student's <b>highest</b> reading level, 90% or higher accuracy rate <b>and</b> a retelling score of 3 or 4 (for texts at levels 7-24).</li> <li>Analyze errors to determine what information from text the child uses and/or neglects to guide your instruction (MSVs).</li> <li>Record and analyze formal running record using the boxes to the right.</li> <li>Administer Concepts of Print if student is not yet reading.</li> </ul>		<div style="text-align: center;"> <b>Running Record</b> </div> Date _____ Book Level _____ Book Title _____ Accuracy Rate _____ SC Rate <b>1:</b> _____ Fluency Score _____ Retelling Score <b>3 or 4</b> (for levels 7-24) ***** <b>Concepts of Print</b> ____/19	
<b>Digging Deeper</b>			
If student is <b>at risk</b> or at <b>deficit level</b> as indicated by performance on LNF, NWF, or PSF, then administer first 10 subtests of the <u>PAST</u> and the letter/sound Identification assessment. For students reading below grade level, ongoing documentation of informal running records and previously administered digging deeper assessments are required. Note Concepts of Print if student is not yet reading.			
<b>PAST</b> Concept of Word ____/6 ____/6 Rhyme Recognition ____/6 ____/6 Rhyme Production ____/6 ____/6 Syllable Blending ____/6 ____/6 Syllable Segmentation ____/6 ____/6 Syllable Deletion ____/6 ____/6	Phoneme Isolation (initial) ____/6 ____/6 Phoneme Isolation (final) ____/6 ____/6 Phoneme Blending ____/6 ____/6 Phoneme Segmentation ____/6 ____/6 Phoneme Deletion (initial sounds) ____/6 ____/6 Phoneme Deletion (final sounds) ____/6 ____/6	<b>Letter/Sound Identification</b> Letter ID ____/54 Date ____ Sound ID ____/54 Date ____  Letter ID ____/54 Date ____ Sound ID ____/54 Date ____	
<b>Mid-year Benchmark</b> Date _____		<b>Nonsense Word Fluency (NWF)</b> Correct letter sounds/min _____ Risk Level _____	<b>Phoneme Segmentation Fluency (PSF)</b> Phonemes /min _____ Risk Level _____
<b>Digging Deeper</b> If student is at <b>deficit level</b> as indicated by performance on the NWF or PSF, update performance on the <u>PAST</u> and Letter/ Sound ID listed above. If student is <b>at risk</b> as indicated by performance on ORF, then assess knowledge of <u>High Frequency Words</u> . Also document ongoing <u>reading level</u> using informal running records and previously administered digging deeper assessments. Note, update Concepts of Print if student is not yet reading.		<b>High Frequency Word List</b> Number of words read automatically and correctly # of words ____ Date ____ # of words ____ Date ____	<b>Reading Level</b> as assessed by ongoing <u>informal running records</u> Date ____ Level ____ Date ____ Level ____ <b>Concepts of Print</b> ____/19
<b>End-of-year Benchmark</b> Date _____	<b>Nonsense Word Fluency (NWF)</b> Correct letter sounds/min _____ Risk Level _____	<b>Phoneme Segmentation Fluency (PSF)</b> Phonemes /min _____ Risk Level _____	<b>Oral Reading Fluency (ORF)</b> Words Correct Per Min _____ Accuracy Rate _____% Risk Level _____
<ul style="list-style-type: none"> <li><b>Formal</b> running records should be administered, using WCPSS book kits (i.e., original, alternate, AlphaKids).</li> <li>Determine the student's <b>highest</b> reading level, 90% or higher accuracy rate <b>and</b> a retelling score of 3 or 4 (for levels 7-24).</li> <li>Analyze errors to determine what information from text the child uses and/or neglects to guide your instruction (MSVs).</li> <li>Record and analyze formal running record using the boxes to the right.</li> </ul>		<div style="text-align: center;"> <b>Running Record</b> </div> Date _____ Book Level _____ Book Title _____ Accuracy Rate _____ SC Rate <b>1:</b> _____ Fluency Score _____ Retelling Score <b>3 or 4</b> (for levels 7-24)	
<b>Document dates and type of collaboration when student assessment results were discussed (PLC, Intervention, SST, CCR, etc.).</b>			